

Elementary and Secondary Education Act No Child Left Behind (NCLB)

Adequate Yearly Progress Montana 2009

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Statewide Assessment for Determining Reading and Math Annual Measurable Objectives

- Criterion-referenced test (CRT)
- Aligned to Montana Content Standards
- Grades 3-8, 10
- Reading and Math
- Multiple choice, math short answer and constructed response
- Administered annually since 2004

Test Performance-Level Definitions

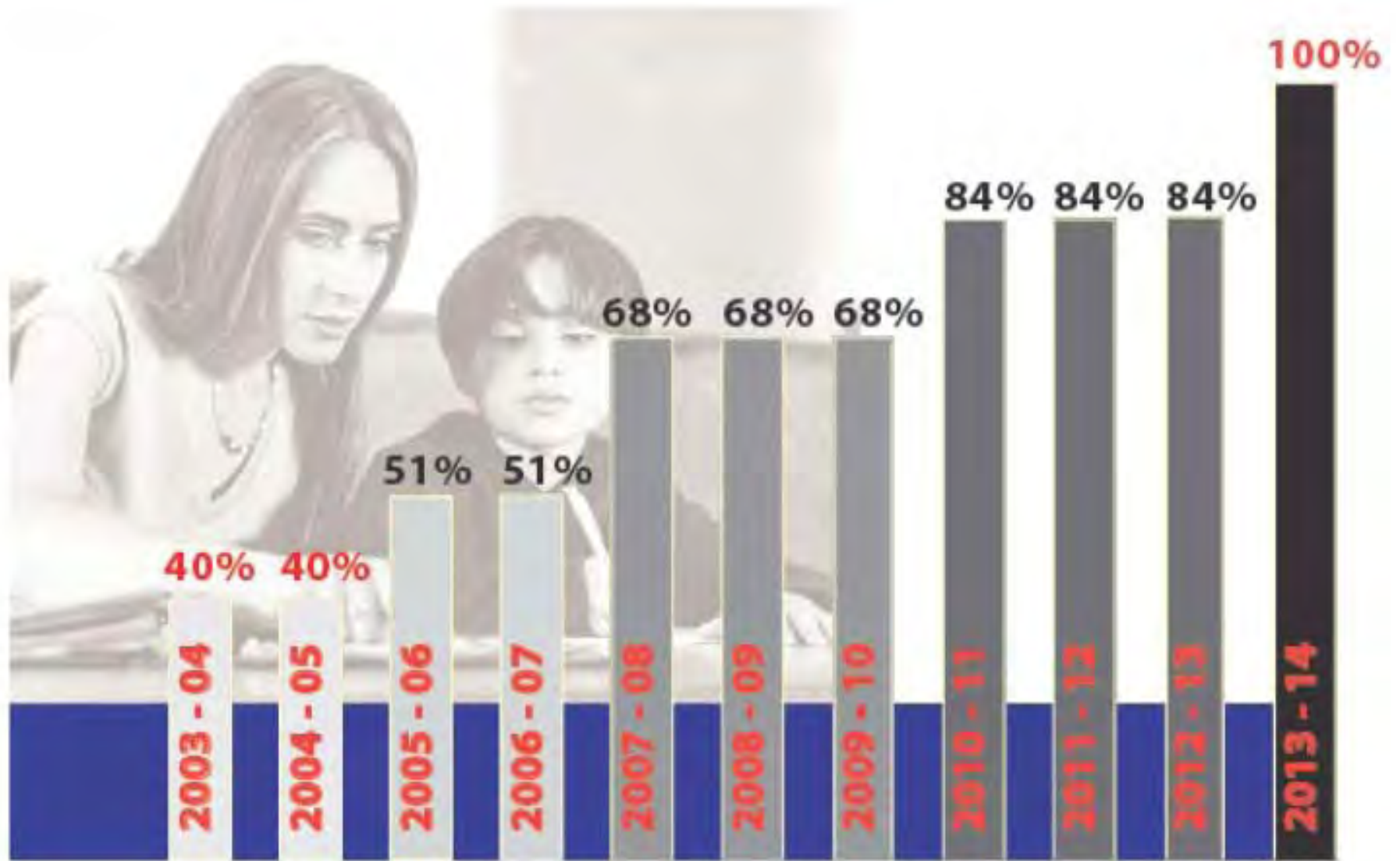
- Advanced – denotes superior performance
- Proficient – denotes solid academic performance for each benchmark
- Nearing Proficiency – denotes the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.
- Novice – denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

The Federal No Child Left Behind Act requires:

- By 2013-2014, 100% of children at every grade level must score “proficient” or “advanced” in reading and math or the entire school will fail to make Adequate Yearly Progress (AYP).

2009 Montana Adequate Yearly Progress

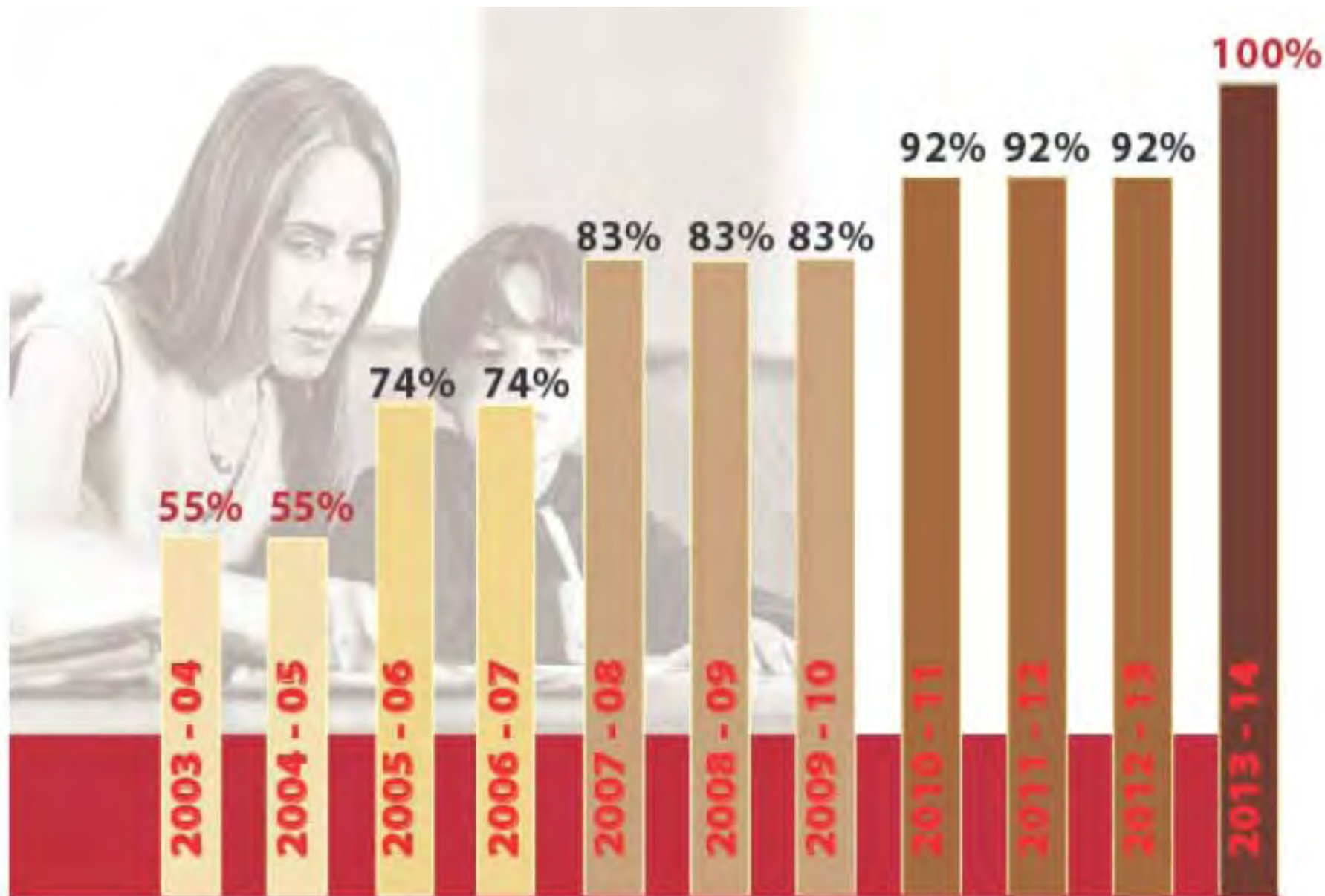
- The No Child Left Behind Act (NCLB) sets targets for raising proficiency levels over time. The targets are expressed as Annual Measurable Objectives.
- The 2009 Annual Measurable Objectives (the percentage of students scoring proficient or advanced) remained unchanged from 2008.
 - Math AMO: 68% of students at or above proficient
 - Reading AMO: 83% of students at or above proficient



Montana Annual Measurable Objective

Math

6



Montana Annual Measurable Objective

2009 Montana Adequate Yearly Progress

- In 2006, 90% of Montana Schools met AYP.
- In 2007, 90% of Montana Schools met AYP.
- In 2008, 72% of Montana Schools met AYP.
- In 2009, 73% of Montana Schools met AYP.

Making Adequate Yearly Progress

- AYP requires every student group to meet the Annual Measurable Objective.
 - Student Groups are defined as:
 - All Students combined
 - American Indian, Asian, Hispanic, Black, Pacific Islander, White
 - Economically Disadvantaged
 - Students with Disabilities
 - Limited English Proficient
- In 2008, the “N” size (number of students) needed for a student group to be reported to was lowered to 30 students.

Up to 41 Hurdles for Schools to get over to Make AYP

Miss even one area and the entire school does not make AYP

Population	Reading Participation	Reading Achievement	Math Participation	Math Achievement	Other Indicator
All Students					The other indicator for High Schools is the graduation rate.
American Indian					
Asian					
Hispanic					
Black					
White					The other indicator for Elementary Schools is attendance rate.
Pacific Islander/ Native Hawaiian					
Limited English Proficient					
Free/Reduced Meal Students					Either rate applies to the entire school.
Special Education Students					

AYP: Special Education

- In Montana, 12% of the public school population receive special education services.
- To qualify for special education, the student must have a disability AND struggle enough with academics or behavior to need the individualized instruction that special education provides.
- Students in the special education group are required to achieve the same proficiency targets and graduation rates as students without disabilities.
- A student in special education could also be counted in as many as 4 additional student groups (all student group, race/ethnicity, limited English proficient, and free/reduced lunch).

AYP: English Language Learners

- Students categorized as “English Language Learners/Limited English Proficiency (LEP)” are students who have difficulty in listening, speaking, reading and/or writing English.
- Students in the LEP group are required to achieve the same proficiency targets and graduation rates as students without a language barrier.
- An “English Language Learners/Limited English Proficiency” student could also be counted in as many as 4 additional student groups (all student group, race/ethnicity, special education, and free/reduced lunch).

Two Methods for Determining AYP

- Calculated Method
 - Federally mandated by NCLB for most schools
 - Meet Minimum “N” size of 30 for all tested students combined
 - At Least 95% Participation Rate (minimum “N” size of 40)
 - Meet or make improvement toward 80% attendance rate (elementary level) or Graduation Rate (high school level)
 - Evaluated and reported in the following groups:
 - All Students combined
 - American Indian, Asian, Hispanic, Black, Pacific Islander, White
 - Economically Disadvantaged
 - Students with Disabilities
 - Limited English Proficient
 - 58% of Montana’s public schools are evaluated using this method
 - For 2009, these schools enrolled 94% of all students tested

Small Schools Process

- Small Schools Process
 - NCLB allows a small schools process for determining AYP when there are fewer than 30 students for “All Students Combined”
 - 42% of Montana’s public schools are evaluated using this method
 - For 2009, these small schools enrolled 6% of all students tested
- Due to small enrollments, the trend data for student achievement in small schools is not statistically valid.
- To address this concern, Montana developed the Small Schools Process, which uses multiple measures including analysis over time for achievement and improvement and yearly effectiveness reports with goals, action plans, and professional development activities.

Criticism of Adequate Yearly Progress

- AYP does not give a complete picture of school success or improvement.
- AYP is determined using only reading and math tests and does not measure other academic areas.
- AYP does not consider other factors that provide an effective education system

AYP Results Hide the Facts: Student Achievement is Improving

- For six years, Montana students have shown steady improvement in math and reading proficiency.

Percentage of Students at or above “proficient”		
	Reading	Math
2003-2004	62	57
2004-2005	68	59
2005-2006	78	61
2006-2007	81	63
2007-2008	81	63
2008-2009	82	64

Academic Growth is confirmed by National Assessment of Educational Progress

2007 National Assessment of Educational Progress:

- 8th grade students in only two other states scored higher than Montana students in reading.
- Montana 8th grade students ranked 10th in math
- Montana 4th grade student math scores improved by 14 points among American Indian students and 18 points among low income students (receiving free or reduced price meals) since 2000.

Conclusion: Montana Schools are Improving

- Montana schools are improving, as shown by many measures, including NCLB test scores.
- Math and reading test scores are only one measure of the success of schools.
- Rising targets for AYP make it appear that schools are getting worse, when test scores are improving.